

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Navajo Elementary School

Scottsdale Unified District
4525 N. Granite Reef Road, Scottsdale, AZ 85251

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Mark Haugen
Schedule: 7:30 AM to 3:30 PM
Web Address: www.susd.org
E-mail: www.ex.susd.org/exchange/mhaugen

Grades: Pre-K-6
2002 Enrollment: 589
Phone: (480) 423-3220 x 3122
Fax: (480) 423-5083

✓ School Overview ✓

Mission

Our mission is to cooperatively build the foundation of essential skills which will enable students to be successful in the development of lifelong learning, leadership and qualities of strong character and citizenship. We acknowledge and value...continuity of instruction; technology; student diversity; cultural, economic, skill development; diversity of teaching style; integrated approaches to teaching and learning; cooperation among teachers, parents and students.

Organization and Philosophy

- w Neighborhood School
- w Arizona Academic Standards Development
- w Differentiated Teaching Methods
- w Self-contained Classrooms

Instructional Programs

- w Character/Citizenship Development
- w Lifelong Learning & Leadership
- w Computer Literacy
- w Integrated Learning
- w Language Acquisition
- w Gifted
- w On-site Special Education
- w Special Education Preschool

School/Academic Goals

- w Offer activities that incorporate various learning styles and instructional formats to improve math learning in students of all ability levels.
- w Improve student writing and reading by providing consistency and continuity through the usage of the Six Trait Writing Rubric and a balanced literacy program.
- w Students will demonstrate proficiency in the Scottsdale School District's Technology Standards for Students through efficient use of technology in the classrooms, computer labs and the Media Center.
- w Fine Arts education that promotes, encourages and celebrates the arts at all the grade levels.

Enrollment

October 1, 2001 School Year Student Enrollment:	671
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	100

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Facilitate Schoolwide Performance Pay
 w Facilitate School Improvement
 w Promote Collaboration
 w Encourage Shared Decision Making
 w Parent/Educator Relations
 w Support Staff Development

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.50	Teacher	41.00
Other Professional Staff	12.00	Teacher Aide	13.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	9	0	0
10 or more years	10	9	0	0

▽ Shared Responsibilities ▽

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to communicate openly and regularly; to encourage parent participation in the life of the school; to assure the safety of students; to maintain a highly qualified professional staff. To work collaboratively with parents to maximize student success in attaining essential skills.

Parents

Parents are encouraged to provide a supportive environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education and by participating in the activities of the school and parent organization. Parents are expected to help their children abide by the district's Code of Student Conduct and the school's rules. To work collaboratively with the school to maximize student success in attaining essential skills.

▽ Transportation Policy ▽

Transportation is provided for K-3 students 3/4 of a mile from school and 4-6 students 1 mile from school. Mid-day transportation is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted for all students and staff.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/13/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/28/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/10/03	3/21/03	5/28/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Labs	W Local Area Computer Network
W Local Area Video Network	W Neighborhood Community Center

Extracurricular Activities

W Book Adventures	W Student Council
W Lunch Life Skills/Intramurals	W Afterschool Homework Support
W Battle of the Books	W Music Discovery
W Artist-in-Residence	W Spelling Be

School/Community Resources

W Afterschool Program	W Breakfast Program
W Lunch Program	W Counseling Services
W Head Start Preschool	W Scottsdale Healthcare Available
W Jewish Family Services	W Vista del Camino

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>w Navajo Community Center continues to serve the community of Navajo. This center offers free services to families needing health care, counseling, legal advice and credit services. Navajo anticipates more providers to offer their services at Navajo.</p> | <p>w Navajo received a second Head Start Preschool program from the state.</p> |
| <p>w Navajo School received an Arizona Community Foundation grant for Parent as First Teacher. Monthly meetings are held to provide current research to parents with 0-to-5-year-olds.</p> | <p>w Navajo School received the Mervyn's Service Award Grant in Spring 2001. This grant provided the school with funds to support school activities and school improvement.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	22.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.2 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	9.6 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Five Star Outstanding Practice Award	1999
Outstanding Administrator of the Year	2000
Community Center Foundation Award	2000
Mervyn's Service Award Grant	2000

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	62	522	10%	10%	55%	26%
	State	58840	524	9%	17%	45%	29%
Writing	School	60	553	5%	8%	67%	20%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	57	523	9%	23%	37%	32%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	74	517	14%	18%	45%	24%
	State	61305	505	21%	20%	43%	15%
Writing	School	74	539	9%	16%	42%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	68	529	6%	22%	9%	63%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	74	70	60	--	--	--
2	Reading	--	--	--	100	67	50	94	56	52	77	61	53	80	59	57
	Language	--	--	--	100	59	40	100	51	43	78	59	44	80	53	48
	Mathematics	--	--	--	100	66	51	100	63	55	78	67	57	80	60	61
3	Reading	100	48	47	100	56	47	98	62	48	81	64	50	78	60	50
	Language	100	50	49	100	58	51	98	67	54	81	63	56	79	67	57
	Mathematics	100	37	46	100	59	49	100	63	52	82	64	54	79	61	56
4	Reading	100	70	53	100	64	54	92	53	54	73	71	55	82	61	55
	Language	100	65	47	100	56	49	97	51	48	71	64	50	81	57	50
	Mathematics	100	67	51	100	60	54	97	54	55	76	68	57	82	64	58
5	Reading	97	61	51	100	60	51	91	62	51	84	55	51	72	68	53
	Language	99	51	42	100	54	44	91	52	45	81	46	45	70	62	47
	Mathematics	100	61	51	100	56	54	90	61	55	83	55	57	71	75	59
6	Reading	100	61	53	100	64	54	92	59	53	80	67	54	77	63	56
	Language	100	51	41	100	57	44	88	47	44	81	51	45	77	54	47
	Mathematics	100	57	57	100	64	59	92	55	60	83	61	63	78	69	65

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	71	59
Grades 3-4	67	71
Grades 4-5	69	91
Grades 5-6	76	87
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Navajo's priority is a safe campus. Our School Safety Committee meets to review, refine and establish safety procedures. Navajo practices fire drills monthly as well as lock-down drills. These drills ensure the safety of students and staff in any given situation. Each grade level is also provided a walkie-talkie when on the playground for communication with the office, if necessary. Navajo's community, students and staff are committed to having a safe school.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,390	\$2,264,119
Classroom Supplies	\$26	\$17,560
Administration	\$437	\$291,834
Support Services-Students	\$412	\$275,240
Other Support Services and Operations	\$864	\$576,843
Total Expenditures- All Categories 2000-2001	\$5,129	\$3,425,596

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Mark Haugen	(480) 423-3220	3124
Transportation Policy	Dan Shearer	(480) 451-5050	
Community Resources	Martha Barbeito	(480) 423-3220	3120
School Nutrition Programs	Barbara Savastio	(480) 661-1126	6707
Parent Organization	Bridget Costello	(480) 423-3220	
Student Health/Nurse	Margaret McCarthy	(480) 423-3220	3126

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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